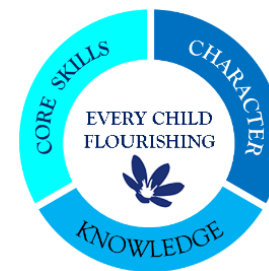




# OUR CURRICULUM VISION FOR 2019-20 & BEYOND



- ❖ In this document you will find our **Curriculum Vision for 2019-20 and beyond**. Please find a list of **frequently asked questions** on the back page.
- ❖ The layout of the Curriculum document **represents our vision and give details of when pupils would typically encounter parts of the curriculum** such as residential visits or sporting fixtures against other schools. Where appropriate we have included examples to display the progression of skills and/or expectations.
  - ❖ Further details of what the pupils will be learning will be communicated in the **Yearly Overviews** and the **Termly Overviews**.



**CORE SKILLS:** Pupils will have confident & accomplished skills in English & Maths as well as the ability to think creatively & critically.



CORE SKILLS

CHARACTER

EVERY CHILD FLOURISHING



KNOWLEDGE

STAFF HANDBOOK 2019-20  
FAMILY HANDBOOK 2019-20

**CHARACTER:** Pupils will master character virtues such as bravery, service, honesty & gratitude. Our nurturing approach helps to support pupils to reveal their character virtues.

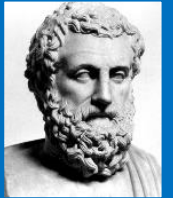


**OUR LEADERSHIP APPROACH**

As leaders create a **happy** and **safe** culture where all members of our school community can thrive.

Leaders always focus on what is **effective** for the learners. The leaders must be able to model **fun**, **pacey**, **challenging** and **creative** learning opportunities to the teachers.

‘Character is that which reveals moral purpose, exposing the class of things a person chooses or avoids.’  
Aristotle



Core Knowledge®

**KNOWLEDGE:** Pupils will have a deep knowledge & understanding of the essential facts about our world. Our curriculum is carefully designed to prepare pupils for secondary school.



**OUR TEACHING APPROACH**

The teachers must provide **fun**, **pacey**, **challenging** and **creative** learning opportunities for all pupils every day.

Teachers must use their own intuition to assess **how their pupils learn best** and adapt the learning to suit the needs of those pupils.

‘Academic excellence, educational equity and fairness demand a strong foundation of knowledge for all learners.’  
E.D Hirsch



## AREAS OF LEARNING & OUR THREE FACULTIES

CORE	ENGLISH	PREPARATION FOR SECONDARY SCHOOL	MATHS
KNOWLEDGE	HISTORY	SCIENCE	GEOGRAPHY
	COMPUTING	RELIGIOUS EDUCATION	ART & DESIGN
CHARACTER	OUT OF THE CLASSROOM EXPERIENCES	THE EARLY YEARS	PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT
	PHYSICAL EDUCATION	SPANISH	MUSIC
	DANCE	MINDFULNESS	DRAMA

## INTENT

## IMPLEMENTATION

## IMPACT

### CORE

Pupils will have confident & accomplished skills in **English & Maths** as well the ability to think creatively & critically. The most effective schemes and approaches to learning are used to supplement the learning experiences of the pupils. SoundsWrite, Talk4Writing and Maths No Problem are all used alongside our commitment to **fun, pacey and creative teaching and learning**.

Agreed English and Maths expectations to reaching the **minimum standard of 'good+' teaching** are set by the senior leaders. Outstanding teaching and learning expectations are also set through team teaching, modelling and lesson studies.

Teachers visibly encourage **discussion** and the whole-hearted **engagement** of pupils.

**Family Learning** and our **Handbooks** set out expectations for our families and pupils. Maximum participation is by all parties upon a pupil starting at FW.

Based on pupil, staff and parent feedback there is a strong culture of **independent reading** and accessing new knowledge alongside our Character and Knowledge approaches. Age relevant writing skills are displayed in **all books** across the curriculum and the emphasis on language and acquiring a **Confident Voice** ensures EAL and SEN pupils make rapid progress.

Our differentiated Maths approach ensures pupils are **challenged effectively** and any gaps in learning are quickly closed.

All pupils make 'good+' progress from their relevant baselines. All Reading, Writing & Maths data has been above national average since 2015. Phonics 93%+ & GLD 88%+ since 2015.

### CHARACTER

Pupils will **master character virtues** such as bravery, service, honesty & gratitude. Our nurturing approach helps to support pupils to reveal their character virtues. Our approach to Character originates from **Aristotle** and the understanding that our character virtues develop, and are revealed, over time.

Pupils engage in daily discussions about the character virtues they are displaying or need to display. All staff expect **outstanding attitudes to learning** and this is echoed in all areas of the school. The **Positive Framing** and the **Calm School** approaches is a feature throughout the school so that pupils learn within a nurturing environment.

Through explicit character lessons and the focus on character around the school pupils are very **knowledgeable about the different virtues** and the virtues they need to be successful in and out of school.

Pupils persevere because they are given **motivating and challenging experiences**. Pupils are intrinsically motivated to model **outstanding behaviour** in and out of the classroom. As a result they are ready to learn at a quicker rate as time is only spent focusing on learning.

### KNOWLEDGE

Pupils will have a deep knowledge & understanding of the essential facts about our world. Our approach to Knowledge originates from **E. D. Hirsch** who refers to pupils having the ability to understand knowledge and participate fluently in debates and discussions.

Knowledge is taught through the clarity of what pupils need to know and mapped out in **Knowledge Organisers** and **Curriculum Overviews** (Yearly & Termly).

Leaders plan a whole year on the basis that pupils should complete their primary education with a wealth of general knowledge, along with the self-confidence and skills to use it.

Knowledge is showcased in **books, essays, class discussions and quizzes**. Pupils acquire knowledge and skills at a much greater rate as a result of the clarity of what they need to know.

The learning environment is focused with all teachers ready to ask thought-provoking questions that extend pupil's thinking skills. Staff have a distinct interest in developing their own subject knowledge and are conscious of extending the vocabulary they use with our pupils.



# WHEN DO PUPILS ACCESS THE DIFFERENT PARTS OF THE CURRICULUM?

Topic / subject examples have been included where appropriate to show progression and/or expectations.

Nursery (N)    Reception (R)    Year 1 (1)    Year 2 (2)    Year 3 (3)    Year 4 (4)    Year 5 (5)    Year 6 (6)

OUR CORE VISION & PURPOSE	<p><b>CHARACTER:</b> Pupils will master character virtues such as bravery, service, honesty &amp; gratitude. Our nurturing approach helps to support pupils to reveal their character virtues.</p> <p><b>CORE SKILLS:</b> Pupils will have confident &amp; accomplished skills in English, Maths &amp; Science as well the ability to think creatively &amp; critically.</p> <p><b>KNOWLEDGE:</b> Pupils will have a deep knowledge &amp; understanding of the essential facts about our world. Our curriculum is carefully designed to prepare pupils for secondary school.</p>	FROM NURSERY TO YEAR 6						
		FROM NURSERY TO YEAR 6						
		FROM NURSERY TO YEAR 6						
THE EARLY YEARS	<p>We establish an outstanding balance within the Early Years between <b>formal &amp; informal learning</b>, inside &amp; outside learning and teacher-led &amp; child-initiated learning.</p> <p>We support pupils to focus on <b>school routines &amp; secure pupil/staff relationships</b>. These skills enable pupils to flourish academically and socially with the Early Years and beyond.</p>	NURSERY & RECEPTION						
		NURSERY & RECEPTION						
PREPARATION FOR SECONDARY SCHOOL	<p>We help inspire pupils to develop their <b>talents &amp; passions</b>. We support &amp; challenge pupils in equal measure to ensure they become the best version of themselves.</p> <p>We support pupils to ensure they are able to <b>talk confidently</b> about their interests &amp; passions and also be knowledgeable &amp; articulate when <b>debating</b> about current affairs in class, as a year group or in a <b>public speaking</b> forum.</p> <p>Our pupils will take part in <b>Enterprise Week</b>. This will help to develop children's understanding of different jobs, how money is spent in designing products and how they can contribute to a range of activities that help them to become more enterprising.</p> <p><b>Verbal</b> (words &amp; text) &amp; <b>Non Verbal</b> (pictures and diagrams) <b>Reasoning</b> preparation for secondary school. This helps pupils to develop their analytical and problem solving skills.</p> <p><b>Interview preparation for secondary school and beyond</b> e.g. presentation, conduct, listening carefully to the question being asked and the ability to ask relevant questions to the interview panel. This is a life skill we want all pupils to master.</p> <p>Pupils will engage in <b>secondary school taster sessions</b> to help prepare them for the transition to secondary school.</p>	FROM NURSERY TO YEAR 6						
		FROM NURSERY TO YEAR 6						
								YEARS 4, 5 & 6
								YEARS 3, 4, 5 & 6
								YEARS 3, 4, 5 & 6
							YEARS 4, 5 & 6	
PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT	<p>To enhance our curriculum and cultivate well-rounded, happy pupils, we focus on developing <b>character virtues</b>. This teaches children to develop an understanding of themselves and others and their role as citizens in their local and wider community.</p> <p>As part of the National Curriculum we must promote the fundamental <b>British values</b> of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Topic examples have been included.</p>	FROM NURSERY TO YEAR 6						
		N Friendship & Friendliness	R Unique & Wonderful Me	1 Right & Wrong	2 Respecting the views of others	3 The Rule of Law	4 Rights & Responsibilities	5 UK Voting systems

ENGLISH	We use a combination of carefully-chosen books and texts, (fiction & non-fiction), high expectations of language development and the schemes <b>Talk4Writing</b> and <b>SoundsWrite</b> to ensure all pupils are <b>confident speakers, readers and writers</b> . Book examples have been included.	N The Little Red Hen	R Jack & the Beanstalk	1 Baby Brains	2 The Lighthouse Keeper's Lunch	3 Fantastic Mr Fox	4 The Iron Man	5 Stig of the Dump	6 War Horse
MATHS	We ensure that our pupils have a bank of strategies and the mental fluency to <b>confidently solve mathematical problems in a range of contexts</b> . We also focus on the method and processes using the scheme <b>Maths No Problem</b> . Maths Badges such as the 144 Badge will provide suitable challenges for all pupils to work towards. Typical maths topics have been included.	N Shape knowledge & language e.g. face, edge and vertices	R Number bonds to 20 e.g. 14+6, 10+10, 2+18	1 Compare lengths, capacities & temperatures	2 Finding $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ of a number	3 Add & subtract amounts of money & give change	4 Full knowledge of the times tables up to 12x12	5 Calculate the area of rectangles & related compound shapes or m <sup>2</sup>	6 Collect, process, represent, interpret & discuss data from charts
SCIENCE	We provide opportunities for <b>scientific discovery, enquiry &amp; exploration</b> in all year groups. Pupils will master the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Topic examples have been included.	N Growth & Change	R Knowledge of solids and liquids	1 Describe and compare materials	2 Exploring different animal habitats	3 Magnets - attraction & repulsion	4 Sound - vibrations, pitch, volume	5 Reproduction in some plants & animals	6 Light reflection & refraction
HISTORY	Our pupils gain a coherent <b>knowledge and understanding of Britain's past and that of the wider world</b> . We help to inspire pupils' curiosity to know more about the past. Regular quizzes & Knowledge Organisers will be a key feature of the learning process.	N Events from the recent past	R Guy Fawkes	1 Kings & Queens	2 Ancient Egyptians	3 Ancient Greece	4 The Romans	5 The British Empire	6 World War II
GEOGRAPHY	We inspire in pupils a fascination about the <b>world and its people</b> . Our teachers equip pupils with knowledge about natural & human environments, together with an understanding of the Earth's physical & human processes. Regular quizzes & Knowledge Organisers will be a key feature of the learning process.	N Animals around the world	R My local area	1 The Continents	2 British Landmarks	3 The Water Cycle	4 The Climate of Europe	5 Analysis of aerial photos & maps	6 The impact of tourism
RELIGIOUS EDUCATION	The <b>study of different religions</b> contributes to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. Pupils will learn to recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.	N Who I am?	R My community	1 Different places of worship	2 Hinduism	3 Judaism	4 Right & Wrong	5 Character lessons from the Bible	6 Know the meaning of different Psalms
COMPUTING	We ensures that all pupils become <b>digitally literate</b> - able to use, and express themselves and develop their ideas through, information and communication technology (incl. coding). Pupils are supported in making links with mathematics, science and design and technology. <b>E-Safety</b> information will always be relayed to pupils in every year group in an age-appropriate way e.g. pupils in Year 5 will be taught about the importance of communicating kindly online and how to create a secure password.	N Learn to direct devices such as Beebots	R Learn to use iPad for recording purposes e.g. photos	1 Create pictures using paint programs	2 Be familiar with software such as Google Earth	3 Create Graphs from pre-made databases	4 Create simple Stop Motion animations	5 Create presentations to support curriculum work	6 Word process work and use desktop publishing software
LANGUAGES	Learning <b>Spanish</b> at this school will foster pupils' curiosity and deepen their understanding of the world. This will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers.	N Count to 10	R Colours and animals	1 Sing Spanish songs	2 Introduce themselves	3 Learn basic phrases	4 Read familiar words	5 Change a single element in a sentence	6 Understand a short written passage

<p><b>PHYSICAL EDUCATION</b></p>	<p><b>PE lessons</b> focussing on activities such as gymnastics, football &amp; tennis will be delivered by PE specialists. They will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. PE helps to build character and helps to embed values such as fairness &amp; respect. PE subjects will change on a half termly basis for all year groups.</p> <p><b>Competitive Sporting Fixtures</b> will be organised against local schools e.g. archery, netball &amp; athletics. Dignity and humility will be always be our character focus during these events.</p> <p><b>Swimming lessons</b> for all pupils will be provided by the end of Year 6. Pupils will be able to swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>N Gross motor skills</p>	<p>R Basic gymnastics</p>	<p>1 Individual skills (catching &amp; throwing)</p>	<p>2 Football – team games</p>	<p>3 Hockey – team games</p>	<p>4 Advanced rugby skills</p>	<p>5 Advanced athletics</p>	<p>6 Advanced gymnastics</p>
		<p>YEARS 2,3,4,5 &amp; 6</p>							
		<p>YEAR 3</p>							
<p><b>ART &amp; DESIGN</b></p>	<p>Pupils will use their creativity and imagination to <b>design and create complete works</b> in different formats e.g. woodwork, water colours, clay modelling. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics and computing. Typical art and design topics have been included.</p>	<p>N Exploring patterns, lines and textures</p>	<p>R Create models</p>	<p>1 The language of art</p>	<p>2 Art of Ancient Egypt</p>	<p>3 Study artwork in detail</p>	<p>4 Embroidery &amp; Needlework</p>	<p>5 Islamic Art &amp; Architecture</p>	<p>6 Deign make &amp; critique own art &amp; design work</p>
<p><b>DRAMA, DANCE &amp; MUSIC</b></p>	<p><b>Drama</b> opportunities will be provided to promote a <b>Confident Voice</b>. Lessons are often linked to the English topics to ensure a deeper understanding of a book or text e.g. retelling the story of ‘Matilda’.</p> <p>We are a <b>singing school</b> and we sing all the time! This fosters a sense of confidence, harmony and teamwork amongst pupils. On-site performance opportunities will be provided in the form of nativities, &amp; year group assemblies. <b>Off-site drama, dance and music opportunities</b> will be provided e.g. concerts &amp; festivals for pupils from Year 1 and above.</p> <p>We use the medium of <b>dance</b> either as a team or individuals using a range of movement patterns. This also helps to develop flexibility, strength, technique, control and balance.</p> <p>We engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Opportunities will be provided for <b>music tuition</b> e.g. vocal, recorder or violin.</p>	<p>FROM NURSERY TO YEAR 6</p>							
		<p>FROM NURSERY TO YEAR 6</p>							
		<p>FROM NURSERY TO YEAR 6</p>							
		<p>YEARS 2,3,4,5 &amp; 6</p>							
<p><b>OUT OF THE CLASSROOM EXPERIENCES</b></p>	<p><b>Local area walks &amp; day trips</b> will enhance the learning opportunities provided within school e.g. museums or landmark visits.</p> <p><b>Mindfulness</b> is a key part of everyday school life. Daily mindfulness activities such as yoga, meditation &amp; mindful walks will help pupils to relax, feel calm and manage any anxieties.</p> <p>Our character, core skills and knowledge vision will be enhanced through carefully planned <b>residential / overnight trips</b> e.g. a camping trip to the New Forest.</p> <p><b>Outdoor learning opportunities</b> are available all year round e.g. gardening or using the outdoor stage. All pupils spend at least 8 hours a week at school enjoying activities outside.</p>	<p>FROM NURSERY TO YEAR 6</p>							
		<p>FROM NURSERY TO YEAR 6</p>							
		<p>YEARS 5 &amp; 6</p>							
		<p>FROM NURSERY TO YEAR 6</p>							



# OUR CURRICULUM VISION FOR 2019-20 & BEYOND

## FREQUENTLY ASKED QUESTIONS



Curriculum documents	What do the documents aim to do?	When can parents view them?	Are they for the whole school or individual year groups?	Where can I find them?
<b>1. OUR CURRICULUM VISION</b>	To give parents an overview of expectations and progression from Nursery to Year 6.	Autumn 2019	Whole School	These documents are found on the website under the Curriculum heading. All documents can be printed upon request – please see the Office Team for printout requests.
<b>2. YEARLY OVERVIEWS</b>	To deliver a plan of the expectations and progression within each year group across a whole academic year.	Autumn 2019	Year Groups (Nursery to Year 4)	
<b>3. TERMLY OVERVIEWS</b>	These overviews will provide parents with a detailed plan of learning so parents can effectively support their child at home.	At the beginning of each half term (6 times a year).	Year Groups	

What does this Curriculum Vision aim to do?	This overview is designed to <a href="#">help all parents to understand our educational offer</a> . Where appropriate we want to give parents an overview of the expectations from Nursery to Year 6. This shows the type of progression we expect all pupils to make e.g. from accessing The Gingerbread Man in Nursery to reading War Horse in Year 6.
Who has contributed or will contribute to this overview?	We have gathered evidence and feedback from all of the <a href="#">staff and colleagues of Floreat</a> including West London Free School who have been influential in establishing the Knowledge part of our Core Vision. Key contributors will also include the <a href="#">pupils and parents</a> . Pupils will contribute during assemblies and class discussions. Parents will be consulted within two Focus Group sessions (Thursday 14 <sup>th</sup> & Friday 15 <sup>th</sup> March 2019) and suggestions will be received from parents during our two evening events on Wednesday 13 <sup>th</sup> & Wednesday 20 <sup>th</sup> March 2019. Curriculum feedback from parents has also been collated via written and verbal contributions. Please feel free to email your feedback to us by emailing <a href="mailto:office@wandsworth.floreat.org.uk">office@wandsworth.floreat.org.uk</a>
Does it replace anything?	Yes, it will replace the Curriculum Jigsaws which were single documents for each year group used in 2018-19.
Which documents support this vision?	<ul style="list-style-type: none"> <li>❖ Our own <a href="#">Character Curriculum</a> underpins all the academic and wider curriculum work we do: <a href="http://www.floreatprogramme.org.uk">www.floreatprogramme.org.uk</a></li> <li>❖ We follow the <a href="#">National Curriculum</a>. The following link helps to understand the National Curriculum for pupils in Year 1 to Year 6 in detail: <a href="http://www.gov.uk/national-curriculum/key-stage-1-and-2">www.gov.uk/national-curriculum/key-stage-1-and-2</a></li> <li>❖ We also follow the expectations set out within the <a href="#">Early Years Foundation Stage Framework</a>: <a href="http://www.gov.uk/government/publications/early-years-foundation-stage-framework-2">www.gov.uk/government/publications/early-years-foundation-stage-framework-2</a></li> <li>❖ Our <a href="#">Yearly Overviews</a> for each year group give staff, pupils and families a plan of the expectations and progression within each year group across a whole academic year.</li> <li>❖ The <a href="#">Termly Curriculum Overviews</a> for each year group will continue to give parents a detailed account of the learning throughout the school year. These will occur <a href="#">every half term</a> (6 times a year). You can find examples of the Termly Curriculum Overviews on our website: <a href="http://www.floreatwandsworth.org.uk/Year-2">www.floreatwandsworth.org.uk/Year-2</a></li> </ul>
Why are Nursery & Reception included in subjects such as History?	We have included Nursery and Reception in the main body of the vision to show the progression of skills. In Nursery and Reception pupils follow the <a href="#">Early Years Foundation Stage Framework</a> . The three core areas are Communication and Language, Physical Development & Personal, Social and Emotional Development. The additional areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The children will officially begin to use subject names such as History when they enter Year 1.
Is there anything parents should be aware of in regards to curriculum changes in the future?	So far we know that <a href="#">Relationships Education &amp; Health Education</a> will be part of our Curriculum from September 2020 ( <a href="http://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education">www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education</a> - scroll down to the documents section to see the draft guidance). Floreat Leaders will meet with the School Strategy Board (commonly known as the Governing Body) to decide how best to implement this guidance into our curriculum. A policy will also be put in place before September 2020 after consultation with Floreat staff, parents and national advisors.
Other factors to consider when reading this document in detail:	<ul style="list-style-type: none"> <li>❖ Where appropriate we have included an example for each year group of the type of subject/topic your child may learn about.</li> <li>❖ In English we have included the age appropriate texts your child may read and access during lessons and as part of their Drama lessons.</li> </ul>
Which study programmes do you use for English and Maths?	We use the education study programmes <a href="#">Maths No Problem</a> , <a href="#">SoundsWrite</a> and <a href="#">Talk4Writing</a> to support the teaching and learning of the core subjects. You can find out more about these programmes by clicking on the logos below.
Do your chosen programmes of study tell teachers exactly what & how to teach?	No, the schemes only supplement and support the learning around the school. The teachers must provide <a href="#">fun</a> , <a href="#">pacey</a> , <a href="#">challenging</a> and <a href="#">creative</a> learning opportunities for all pupils every day. Teachers must use their own intuition to assess how their pupils learn best and adapt the learning to suit the needs of those pupils. These are non-negotiables for all staff.
Our partnerships support our curriculum offer. Please click on the links to find out more about the people and organisations we work with.	